

Title I-A

College and Career Ready Program

Consolidated Federal & State Grant Application (CFSGA)
Grant Writing Webinar

Karen Seay, Title I-A Program Coordinator

kseay@sde.idaho.gov

Elementary & Secondary Education Act Programs

April 21, 2014



ESEA Team Goal...

The goal of the ESEA Division staff is for all districts to have:

- An “approvable” application submitted on or before July 1, 2014.
- Spending authority for all federal funds as of July 1, 2014.



Federal Program Allocations – State Responsibility

- The U.S. Department of Education requires state departments of education to ensure that LEAs use Federal program funds as required
 - Read, provide feedback, and approve consolidated plans (Consolidated Federal and State Grant Applications);
 - Monitoring the implementation of funds through onsite visits;
 - Technical assistance continues to be our highest priority.



Idaho State Department of Education

Consolidated Federal State Grant Application (CFSGA) Approval Process



1

Early May

SDE Action: SDE enters Preliminary USDE Allocations & opens CFSGA for districts to complete.

2

June 30th

District Action: District completes **ALL** program plans & submits CFSGA for SDE review & preliminary approval.

3a

SDE Action:

Coordinators review CFSGA plans & budgets.

If **ANY** program is Not Approved, SDE will publish comments & unlock CFSGA for District to revise.

5

SDE Action: When **ALL** plans are approved, Federal Funds are uploaded to GRA & SDE sends Official Award Letter

4

October 1st

SDE Action: SDE updates final USDE Allocations for Title I-A, II-A, & VI-B. SDE unlocks CFSGA for LEA to revise Title I-A, II-A, & VI-B.

3b

District Action: District revises & resubmits CFSGA for SDE Review

Note: Only re-submit when ALL comments are addressed



Ongoing District Action: If the District deviates from the approved plan, they must revise the CFSGA. *Contact Elmira to unlock the plan.*
SDE Action: SDE will review plan for approval.

6

IMPORTANT REMINDER

- **Completing the CFSGA is an application for funds; it is a p-l-a-n for how the funds will be spent.**
- **Throughout the year periodically, the LEA updates the CFSGA to reflect actual activities for its Federal programs (just email Elmira and she will open your plan! – efeather@sde.idaho.gov).**
- **Recommendation for all monitoring visits this year:**

The State strongly recommends the LEA ensure that the CFSGA is revised and updated during the school year to reflect actual district activities as demonstrated in the LEA's budget. At the end of the school year, the CFSGA and LEA budget must align. (Contact Elmira Feather at efeather@sde.idaho.gov to open the CFSGA. Plan revisions will be reviewed for approval.)



Idaho Department of Education Website

www.sde.idaho.gov

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- Idaho Core Standards - Educators Tool Box
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- Smarter Balanced
- Educational Employment
- Fiscal Report Card
- ISAT
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- I.S.E.E.
- Idaho High School Wireless Project
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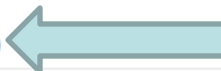
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Consolidated Federal & State Grants - CFSG



Applications

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[Title I-D Neglected/Delinquent Report Subpart 1 Application](#)

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-- Select Organization --



SDE

- Other

- Student

Anser Charter (492)

Boundary County District (101)

Buhl Joint District (412)

Caldwell District (132)

Jerome School District (261)

Kuna Joint School District (003)

Lakeland District (272)



State Department of Education Log On Screen

Organization from the drop down list, per the instructions below.

option

Education – select “SDE”

ve District name

– select “Other”

– select “Other”

-- Select Organization --



Continue to Sign In





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Please enter your username and password.

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Consolidated Federal and State Grant Application - Beta

Welcome to the Consolidated Federal and State Grant Application

Helpful Information

- Title I-A College & Career Ready
- Title I-C Migrant Education

Be sure to be in 2014-2015

Immigrant Students

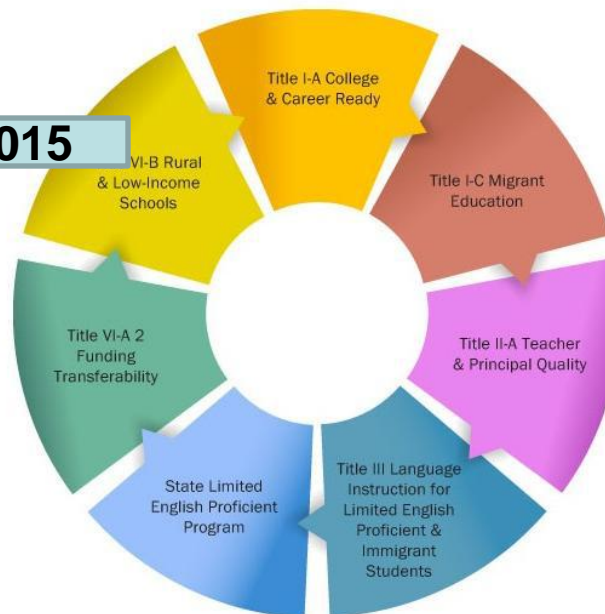
- District Improvement Plan
- Corrective Action Plan

- State Limited English Proficient Program
- Title VI-A 2 Funding Transferability
- Title VI-B Rural & Low-Income Schools

The application process includes completing a budget and a plan for the funds. The completed application(s) must be submitted by June 30th. Budgets and plans will be reviewed by the respective program directors and coordinators by July 31st. A grant award letter will be sent to each district upon approval of all of the programs in the CFSGA. If there are any revisions required, they must be completed before a grant award letter is issued and money can be accessed in the Grants Reimbursement Application (GRA).

We appreciate the work and cooperation of each district in this process. Our directors and coordinators are willing to provide technical assistance to any district at any time. Contact information for each program can be found under the Contacts link in the menu to the left. A

link to the Comment section is also located to the left for ISDE and district communication concerning the plan during the application and approval process as well as any necessary communication during the year.



SALMON

DISTRICT (291)

- Title I-A College & Career Ready
- Consolidated Schoolwide Budgets
- Title I-C Migrant Education
- Title II-A Teacher & Principal Quality
- State Limited English Proficient Program
- Title III Language Instruction for Limited English Proficient & Immigrant Students
- District Improvement Plan
- Corrective Action Plan
- Title VI-A 2 Funding Transferability
- Title VI-B Rural & Low-Income Schools

Combined Budgets

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Submit

- Title II-A Teacher & Principal Quality
- Title III Language Instruction for Limited English Proficient & Immigrant Students
 - District Improvement Plan
 - Corrective Action Plan
- State Limited English Proficient Program
- Title VI-A 2 Funding Transferability
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Title II-A Teacher & Principal Quality

State Limited English Proficient Program

Title III Language Instruction for Limited English Proficient & Immigrant Students

District Improvement Plan
Corrective Action Plan

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Title VI-B Rural & Low-Income Schools

Combined Budgets

District Contacts

District Info

District	SALMON DISTRICT
Mailing Address	907 SHARKEY STREET
Street Address	907 SHARKEY STREET
City	SALMON
Zip Code	83467-0790
Phone Number	(208) 7564271
Fax Number	

Is this information correct?

District Contacts

Role	Name	Job Title	Email Address	Location
Title I Coordinator	Joey R Foote	Title I Coordinator	joey.foote@salmon291.org	ADMINISTRATION BUILDING (3291)
Superintendent	Joey R Foote	Superintendent	joey.foote@salmon291.org	ADMINISTRATION BUILDING (3291)
Assessment Coordinator	Diane L Beller	Assessment Coordinator	diane.beller@salmon291.org	SALMON HIGH SCHOOL (0136)
Business Manager	Janna Lynn Herbst	Business Manager	janna.herbst@salmon291.org	ADMINISTRATION BUILDING (3291)
Business Manager	Krissy M Lamont	District Clerk/Business Manager	krissy.lamont@salmon291.org	ADMINISTRATION BUILDING (3291)
Career and Technical Education Coordinator	Heather Pekus	High School Counselor	heather.pekus@salmon291.org	SALMON HIGH SCHOOL (0136)
Computer/Technology Coordinator	Joseph C Jr. Steele	Tech Director	joe.steele@salmon291.org	SALMON PIONEER PRIMARY SCHOOL (0764)
Curriculum/Instruction Coordinator	Joey R Foote	Curriculum Coordinator	joey.foote@salmon291.org	ADMINISTRATION BUILDING (3291)
Food Service Director	Marij Laine Warner	Food Service Director	marij.warner@salmon291.org	ADMINISTRATION BUILDING (3291)
Operations and Maintenance Supervisor	Kenneth D. Armstrong	Director of Maintenance/Custodial/Grounds	ken.armstrong@salmon291.org	ADMINISTRATION BUILDING (3291)
Personnel/Human Resources Director		HR/Accounts Payable Clerk	jan.dakan@salmon291.org	ADMINISTRATION BUILDING (3291)
Special Education Director	Jennifer L. Cook	Special Education Coordinator	jennifer.cook@salmon291.org	ADMINISTRATION BUILDING (3291)
Transportation Supervisor	Mark D Austin	Transportation Supervisor	mark.austin@salmon291.org	ADMINISTRATION BUILDING (3291)
ISEE Coordinator	Shannon L Miner	ISEE Coordinator/Special Ed Secretary	shannon.miner@salmon291.org	ADMINISTRATION BUILDING (3291)
Principal	Joseph C Jr. Steele	Principal - C.D.C.	joe.steele@salmon291.org	School: SALMON PIONEER PRIMARY SCHOOL (0764)



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KUNA JOINT DISTRICT (003)

This application has been submitted and is locked

Title I-A College & Career Ready

Consolidated Schoolwide Budgets

Title I-C Migrant Education

Title II-A Teacher & Principal Quality

State Limited English Proficient Program

Title III Language Instruction for Limited English Proficient & Immigrant Students

District Improvement Plan

Corrective Action Plan

Title VI-A Funding Transferability

Title VI-B Rural & Low-Income Schools

Combined Budgets

District Contacts

Comments

Submit

3/17/2014 7:33:15 AM by efeather@sde.idaho.gov

Thank you for Consolidated Federal and State Grant Application (CFSGA) revisions and resubmission. All of the comments have been satisfactorily addressed, and the CFSGA has been given final approval. A final grant award letter is forthcoming. Please be sure to notify the SDE of any changes you may need to make as the year progresses.

3/17/2014 7:33:14 AM by KJSeay@sde.idaho.gov

School improvement status for Silver Trail has been updated (AM) to reflect the revised AMOs, kjs, 3.14.2014.

3/12/2014 3:14:57 PM by efeather@sde.idaho.gov

Title I-A Budget approved

3/12/2014 3:14:16 PM by tburgess@sde.idaho.gov

Title II-A: Reallocation Adjustments Approved 03.11.2014

2/20/2014 3:27:45 PM by efeather@sde.idaho.gov

CFSGA is opened due to AMO changes

2/6/2014 11:45:26 AM by AJohnson@kunasd.local

Title III carryover balance:
The funds showing are from all Consortia Grant funding. Explanation: Last year as the SDE Title III Director position transitioned the award letter was misplaced. We got the award finally, after searching for the award letter, in late April. Although we had a plan to expend the funds, caution warranted waiting until funding was posted, to guarantee reimbursement. We have created great collaborative plans with Melba and the Consortia funds will all be expended by September 30, 2014, within all funding stream deadlines.
It is my understanding that Consortia Funds are not entered in carryover amounts.
Thank you!

1/28/2014 4:11:53 PM by efeather@sde.idaho.gov

Title I budget:
\$18,317 Reallocation amount clarification:
\$9,061- Redistributed School Improvement funds. Funds had to be obligated by 9/30/2013 and requested no later than 12/13/2013.
\$9,256-reallocated 2012-2013 Title I funds. Funds had to be obligated by 9/30/2014 and requested no later than 12/13/2014.

1/28/2014 11:14:30 AM by KJSeay@sde.idaho.gov

Title I-A Program: Approved, kjs, .1.8.2014.

1/28/2014 11:14:29 AM by tburgess@sde.idaho.gov

Title II-A: Budget adjustments approved

75%



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SALMON DISTRICT (291)

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Consolidated Federal and State Grant Application - Beta

Welcome to the Consolidated Federal and State Grant Application (CFSGA). This is the District's application for federal and state funds for the following programs:

- Title I-A College & Career Ready
- Title I-C Migrant Education
- Title II-A Teacher & Principal Quality
- Title III Language Instruction for Limited English Proficient & Immigrant Students
 - District Improvement Plan
 - Corrective Action Plan
- State Limited English Proficient Program
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Allocation & Set-Asides tab

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KJSeay@edu.id

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Title I-A College & Career Ready for fiscal 2014-2015

SALMON DISTRICT (291)

Best viewed in 1280 X 1024 resolution.

Print Preview

Save

Allocations

	Title I-A	
Allocation for 2014-2015	\$271,750	
Carry-over From Previous Year	\$0	Limited to no more than 15% of previous year's allocation
Re-allocation from 2013-2014	\$0	
Total Allocations	\$271,750	Total available for 2014-2015 Title I-A programs.

Less Set-Asides

The pink or salmon colored cells are prepopulated; the white cells, such as the carryover cell, need to be populated by the LEA.

Bring the LEA's Title I carryover amount to the CFSGA workshop!



Allocations & Set-Aside tab



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WHITEPINE JT
SCHOOL DISTRICT
(288)

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Allocations

	Title I-A	
Allocation for 2014-2015	\$198,905	
Carry-over From Previous Year	\$0	Limited to no more than 15% of previous year's allocation
Re-allocation from 2013-2014	\$0	
Total Allocations	\$198,905	Total available for 2014-2015 Title I-A programs.

Less Set-Asides

	Title I-A	
Homeless	\$0	Based on Need; however the minimum set-aside must be at least 14 of 1% of the allocation; All LEAs
Neglected ()	\$0	
Parent Involvement	\$0	1% of allocation if allocation >= \$500,000
Teacher Incentives - Optional	\$0	Up to 5% to provide incentives & rewards to teachers to work in Title I schools identified for improvement.
Family and Student Support (FASS) - Extended learning time and enrollment options if the LEA has a Rapid Improvement or Turnaround school.	\$0	This set-aside is optional. The LEA may set-aside up to 10% of its Title I funds for extended learning time and enrollment options if the LEA has a Rapid Improvement or Turnaround plan. General Funds may also be used to meet FASS requirements.
Administration	\$0	Must agree with amount of administrative costs shown on Budget tab, including Indirect Costs.
Other	\$0	
Description:		
Total Amount of Set-Asides	\$0	

Amount Available to Schools

Title I-A	
\$198,905	Total amount allocated to schools on Allocation to Schools tab must agree with this amount.

The set-asides are all based on the current year Title I allocation amount and not on the "Total Allocations" amount.

This amount represents the Title I allocation less all the set-asides. This amount must match the total in the Allocation to Schools tab.

Select Schools tab

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Title I-A College & Career Ready for fiscal 2014-2015

WHITEPINE JT SCHOOL DISTRICT(288)

Best viewed in 1280 X 1024 resolution.

Print Preview

Save

Select Public Schools

BOVILL ELEMENTARY SCHOOL(0771)	<input checked="" type="checkbox"/>	DEARY SCHOOL(0794)	<input checked="" type="checkbox"/>	IDAHO DISTANCE EDUCATION ACAD(0271)	<input checked="" type="checkbox"/>
--------------------------------	-------------------------------------	--------------------	-------------------------------------	-------------------------------------	-------------------------------------

Select Private Schools (green = selected)

ACADEMY RANCH(1273) Edit	ADVENTIST CHRISTIAN SCHOOL(0874) Edit	ALL SAINTS CATHOLIC SCHOOL (0939) Edit
ARROWROCK CLASSICAL ACADEMY(9024) Edit	ARTS WEST SCHOOL(0880) Edit	BEACON SCHOOL - SDA(0938) Edit
BISHOP KELLY HIGH SCHOOL (0270) Edit	BOISE CHRISTIAN SCHOOL (9023) Edit	BOISE VALLEY SDA(0908) Edit
BOULDER CREEK ACADEMY (0878) Edit	Burley Christian Academy(4453) Edit	CALDWELL SEVENTH DAY ADVENTIST(0925) Edit
CALVARY CHAPEL CHRISTIAN SCHOOL(0992) Edit	CALVARY CHAPEL CHRISTIAN (0991) Edit	CALVARY COUNTRY SCHOOL(1224) Edit
CANYON COUNTY HEAD START(9504) Edit	CANYONSIDE CHRISTIAN SCHOOL(0833) Edit	CEDU SCHOOL(1195) Edit

If the list of schools is not correct, contact Karen @ www.sde.idaho.gov or 208.332.6978.

All Schools must be selected!

Click the Edit button for any private school where eligible students living in the LEA may be attending. This information will automatically populate under the Private School tab.



Allocation to Schools tab

Screenshot of the Idaho State Department of Education (SDE) Consolidated Federal and State Grant Application - Beta interface. The interface shows a table of school data with columns for Name, Grades, Low Income Students, Children in Attendance Area, and funding amounts. A blue text box highlights the importance of student count and low-income information.

Important information is needed for each school. Know the student count for each school as well as low-income information.

Low income information is obtained most often from Free/reduced information. Community Eligibility Provision is another option.

Name	Grades	Low Income Students	Children in Attendance Area	% Low Income	Funding
BOVILL ELEMENTARY SCHOOL (0771)	PK,KG,1,2,3,EC	32	56	57.14 %	\$15,300
DEARY SCHOOL (0794)	4,5,6,7,8,9,10,11,12	355	800	44.38 %	\$184,000
IDAHO DISTANCE EDUCATION ACAD (0271)	PK,KG,1,2,3,4,5,6,7,8,9,10,11,12,EC	68	177	38.42 %	\$32,500



Community Eligibility Provision

- The Community Eligibility Provision (CEP) is an option; it is not a requirement. The intent of CEP is to reduce the administrative burden for schools by reducing administrative costs and paperwork.
- Community eligible schools can identify economically disadvantaged students in the absence of school meal applications.
- CEP determines eligibility through:
 - Sources such as SNAP, TANF (eliminating household applications), and is based on the percentage of directly certified students.
- CEP data may be used to rank schools based on the percentage of economically disadvantaged students.
- CEP Guidance (January 2014) is available at http://www.sde.idaho.gov/site/title_one/resources.htm
- Federal Program Directors are encouraged to work closely with the LEA's Nutrition Director, and more information will be coming from the ESEA Title I-A program as well.



Allocation to Schools tab, School Eligibility

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WHITEPINE JT SCHOOL DISTRICT (288)

Title I-A College & Career Ready

Consolidated Schoolwide Budgets

Title I-C Migrant Education

Title II-A Teacher & Principal Quality

Name:	Low Income Students:	School Eligibility:	Type:	Min Allocation:	Actual Allocation:
BOVILL ELEMENTARY SCHOOL (0771) Grades: PK,KG,1,2,3,EC	Children in Attendance Area: 56 % Low Income: 57.14 %	Eligible	Title I-A	\$13,988	\$15,300
DEARY SCHOOL (0794) Grades: 4,5,6,7,8,9,10,11,12	Children in Attendance Area: 800 % Low Income: 44.38 %	Eligible	Title I-A	\$155,189	\$184,000
IDAHO DISTANCE EDUCATION ACAD (0271) Grades: PK,KG,1,2,3,4,5,6,7,8,9,10,11,12,EC	Children in Attendance Area: 177 % Low Income: 38.42 %	Eligible	Title I-A	\$29,726	\$32,500

Beta Beta Beta Beta Beta Beta Beta

9:27 PM
4/18/2014

The “Minimum Allocation” is automatically calculated and it is only a GUIDE. The “Actual Allocation” is determined by the LEA.



Allocation to Schools tab, Program Type

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WHITEPINE JT SCHOOL DISTRICT (288)

Title I-A College & Career Ready

Consolidated Schoolwide Budgets

Title I-C Migrant Education

Title II-A Teacher & Principal Qualifications

Name: BOVILL ELEMENTARY SCHOOL (0771)	Low Income Students: 32	School Eligibility: Eligible	Program Type: Schoolwide	Min Allocation: \$13,988	Actual Allocation: \$15,300
Grades: PK,KG,1,2,3,EC	Children in Attendance Area: 56	Program Type: Schoolwide	School Improvement: Not Serving	Min Allocation: \$155,189	Actual Allocation: \$184,000
Name: DEARY SCHOOL (0794)	Low Income Students: 355	School Eligibility: Eligible	Program Type: Schoolwide	Min Allocation: \$29,726	Actual Allocation: \$32,500
Grades: 4,5,6,7,8,9,10,11,12	Children in Attendance Area: 800	Program Type: Schoolwide	School Improvement: Not Serving	Min Allocation: \$32,500	Actual Allocation: \$32,500
Name: IDAHO DISTANCE EDUCATION ACAD (0271)	Low Income Students: 68	School Eligibility: Eligible	Program Type: Schoolwide	Min Allocation: \$29,726	Actual Allocation: \$32,500
Grades: PK,KG,1,2,3,4,5,6,7,8,9,10,11,12,EC	Children in Attendance Area: 177	Program Type: Schoolwide	School Improvement: Not Serving	Min Allocation: \$32,500	Actual Allocation: \$32,500

9:37 PM 4/18/2014



Allocation to Schools tab, Improvement Status

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Section B1: Public Schools

School	# Low Income Students / # Children in Attendance Area	School Eligibility / Type of Program / School Improvement Status	Allocation Required for Professional Development for Rapid Improvement and Turnaround schools
Name: BOVILL ELEMENTARY SCHOOL (0771) Grades: PK,KG,1,2,3,EC	Low Income Students: 32 Children in Attendance Area: 56 % Low Income: 57.14 %	School Eligibility: Eligible Program Type: Schoolwide School Improvement: --Select One--	Min Allocation: \$478 Actual Allocation: \$13,988 Allocation: \$15,300 Allocation: \$0
Name: DEARY SCHOOL (0794) Grades: 4,5,6,7,8,9,10,11,12	Low Income Students: 355 Children in Attendance Area: 800 % Low Income: 44.38 %	School Eligibility: Eligible Program Type: Schoolwide School Improvement: --Select One--	Min Allocation: \$518 Actual Allocation: \$155,189 Allocation: \$184,000 Allocation: \$0

An automatic 10% professional development set-aside is automatically calculated for any school identified as Rapid Improvement or Turnaround.

Beta Beta Beta Beta Beta Beta Beta

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If you aren't sure of each school's school improvement status, visit the Report Card site at

<https://apps.sde.idaho.gov/Accountability/ReportCard>

Private Schools tab

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Title I-A Error: Homeless Set-aside (\$0) must be at least .25% of Title I-A Initial Allocation (\$497)

Save

Section B2: Private Schools

Private School	Participating Public School	Number Low Income Students	PPE of Public School	Funding Amount
ALL SAINTS CATHOLIC SCHOOL(0939)	BOVILL ELEMENTARY SCHOOL(0771)	2	\$478	\$956
ALL SAINTS CATHOLIC SCHOOL(0939)	DEARY SCHOOL(0794)	1	\$518	\$518
Totals:		3		\$1,474

This tab is automatically created from information completed in the “Select Schools” tab. If the LEA doesn’t have any students from the local attendance area attending a private school, then this tab will be blank. Visit http://www.sde.idaho.gov/site/title_one/webinars.htm for a series of archived webinars and PowerPoints on Equitable Services that were developed and published by the ESEA program coordinators this year.

100%10:08 PM 4/18/2014



Title I-A Budget tab, Salaries

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Allocation for 2014-2015	\$198,905
Carry-over From Previous Year	\$0
Re-allocation from 2013-2014	\$0
Total Allocation	\$198,905

Obj. Code	Description	Regular Term	Summer Term
100	Salaries	Amount: \$0	Amount: \$0
		Description:	Description:
200	Employee Benefits	Amount: \$0	Amount: \$0
		Description:	Description:
		Amount:	Amount:

For each Object Code section, include the budget and a description. Be specific!!

- 100. FTEs by school (classified & certified); include the administrative costs.
- 300. Purchased Services – identify activity; who? For RI & TA schools, identify the PD activities for the 10% allocation separately
- 380. Travel Expenses – who is going where, why?
- 400. Supplies & Materials - Identify the supplies/materials and budget for each; Include the budget for the Homeless Ed. and Parent Involvement set-asides.
- 800. Contact Julie Oberle for the LEA's Indirect Cost rate.
- Administrative costs – identify the position, FTE, and job: .5 FTE for the FPD to implement the Title I program.



Title I-A Budget tab; Purchased Services & Supplies/Materials

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300	Purchased Services (non travel)	Amount: \$0 Description:	Amount: \$0 Description:
380	Travel Expense	Amount: \$0 Description:	Amount: \$0 Description:
400	Supplies and Materials	Amount: \$0 Description:	Amount: \$0 Description:
500	Capital Objects	Amount: \$0 Description:	Amount: \$0 Description:

For each Object Code section, include the budget and a description. Be specific!!

- 100. FTEs by school (classified & certified); include the administrative costs.
- 300. Purchased Services – identify activity; who? For RI & TA schools, identify the PD activities for the 10% allocation separately
- 380. Travel Expenses – who is going where, why?
- 400. Supplies & Materials - Identify the supplies/materials and budget for each; Include the budget for the Homeless Ed. and Parent Involvement set-asides.
- 800. Contact Julie Oberle for the LEA's Indirect Cost rate.
- Administrative costs – identify the position, FTE, and job: .5 FTE for the FPD to implement the Title I program.

Don't forget the professional development for your paraprofessionals!



Professional Development Opportunities

- 2015 National Title I Conference – *Leading With Wonder*
 - February 5-8, 2015; Salt Lake City, Utah
 - Salt Palace Convention Center
 - www.titlei.org/
- Idaho State Title I Conference
 - April 15-17, 2015; Boise Idaho
 - Boise Center on the Grove
 - http://www.sde.idaho.gov/site/title_one/ to register, beginning January 2015
- Conference expenses are allowable under Title I-A and Title II-A.



2013 Idaho Title I State Conference – It makes a difference!

- From an attendee who attended an RTI session...
 - A number of resources were shared about screeners. The team used that information to evaluate the various screeners and come up with the best fit for the school and are thrilled with what they have! Attending the conference made a difference to the school and the Title I-A program.



Title I-A Budget tab, Indirect and Administrative Costs

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400	Supplies and Materials	Amount: \$0 Description:	Amount: \$0 Description:
500	Capital Objects	Amount: \$0 Description:	Amount: \$0 Description:
800	Indirect Cost Rate: %	Amount: \$0 Description:	Amount: \$0 Description:
Totals		Amount: \$0	Amount: \$0
Administrative Costs		Amount: \$0 Description:	Amount: \$0 Description:

Contact Julie Oberle to have the LEA's Indirect Cost Rate % populated.

Make a comment in the "Comments Section" if the LEA is going to use general funds to administer the Title I program.

Criteria for Use of Federal Funds

Costs must be... **reasonable**

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

allocable

A cost is allocable to a cost objective if the goods or services involved are chargeable or assignable to the cost objective in accordance with the relative benefits received.


allowable

A cost is allowable if it is necessary and reasonable for proper and efficient performance of the award and allocable to the award.

(OMB Circular A-87)



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Schoolwide Program
☐ mark NA if the LEA does not have any Schoolwide Programs

Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	Schoolwide reform strategies address the needs of all students, particularly low-achieving and at-risk students and those who are historically underserved
<input type="radio"/>	<input checked="" type="radio"/>	Reform strategies include a process to determine if students' needs have been met
<input type="radio"/>	<input checked="" type="radio"/>	Instructional practices are based on scientific research that strengthen the core academic program and include increasing the amount and quality of learning time
<input type="radio"/>	<input checked="" type="radio"/>	All core academic teachers and instructional paraprofessionals meet the highly qualified requirements (Schools not in compliance are required to immediately reassign any non highly qualified teacher and any paraprofessional who does not meet minimum qualifications)
<input type="radio"/>	<input checked="" type="radio"/>	High quality professional development is provided to teachers, principals, paraprofessionals
<input type="radio"/>	<input checked="" type="radio"/>	Parents are involved in the planning, review, and improvement of the Schoolwide Program plan
<input type="radio"/>	<input checked="" type="radio"/>	Elementary programs assist preschool students transitioning from early childhood programs to the Schoolwide Programs

Explain any strategies marked No

Read each statement carefully before marking. For any statement marked “no” provide an explanation in the text box. For any section that does not apply, mark the NA checkbox.



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District Improvement Plan

Targeted Assistance Programs

☐ mark NA if the LEA does not have any Targeted Assistance Programs

Yes No Strategy

<input checked="" type="radio"/>	<input checked="" type="radio"/>	Children in a Targeted Assistance Program are identified and ranked using multiple educational objective criteria
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Participating schools use effective methods and instructional strategies that rely on scientifically based research that strengthen the core academic program and give primary consideration to provide extended learning time and an accelerated, high-quality curriculum
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Curriculum and effective instructional strategies for eligible students minimize removing children from the regular school hours for instruction
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Instruction is provided by highly qualified teachers (Instructional paraprofessionals who meet qualification requirements may perform one-on-one tutoring or provide instructional support services, but always under the direct, close and frequent supervision of a highly qualified teacher who plans all instructional activities and evaluates students' achievement.)
<input checked="" type="radio"/>	<input checked="" type="radio"/>	All Title IA teachers and paraprofessionals paid out of Title I funds meet the highly qualified requirements
<input checked="" type="radio"/>	<input checked="" type="radio"/>	A plan is on file for any core academic teacher not paid with Title funds who is not highly qualified
<input checked="" type="radio"/>	<input checked="" type="radio"/>	High quality professional development is provided to teachers, principals, paraprofessionals
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Progress of participating children is reviewed on an ongoing basis and program is revised if necessary to provide additional assistance to eligible children

Explain any strategies marked No

Paraprofessionals

☐ mark NA if the LEA does not employ paraprofessionals in any of its Title I programs


Yes No Strategy

<input checked="" type="radio"/>	<input checked="" type="radio"/>	A teacher plans the instructional activities for the paraprofessional
<input checked="" type="radio"/>	<input checked="" type="radio"/>	A teacher evaluates the achievement of the students
<input checked="" type="radio"/>	<input checked="" type="radio"/>	The paraprofessional works in close and frequent proximity to the highly qualified teacher

Explain any strategies marked No



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Equitable Services to Private Schools

☐ mark NA if the LEA does not have any Private Schools

Yes	No	Strategy
<input checked="" type="radio"/>	<input checked="" type="radio"/>	The LEA has consulted with private school official(s) about the Intent to Participate (Intent to Participate Form has been sent to SDE)
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Allocation of funds for equitable services is part of the consultation process and allocations are based on per pupil expenditure
<input checked="" type="radio"/>	<input checked="" type="radio"/>	A needs assessment is conducted for each private school to determine the private school's program design
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Parental involvement activities are discussed with private school officials as part of the consultation process
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Professional development activities are planned
<input checked="" type="radio"/>	<input checked="" type="radio"/>	A program assessment is designed to assess the progress of the program
<input checked="" type="radio"/>	<input checked="" type="radio"/>	The Affirmation of Consultation Form has been sent to SDE

Explain any strategies marked No

Homeless Education

Yes	No	Strategy
<input checked="" type="radio"/>	<input checked="" type="radio"/>	The Homeless Education set-aside is based on funds needed to identify and serve children and youth who are homeless in the district
<input checked="" type="radio"/>	<input checked="" type="radio"/>	A homeless liaison has been appointed at the district level
<input checked="" type="radio"/>	<input checked="" type="radio"/>	A homeless education policy has been adopted by the governing board
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Two processes are in place to identify homeless school-age children - one at the time of enrollment and one during the school year if the nighttime residence changes for the family/unaccompanied youth
<input checked="" type="radio"/>	<input checked="" type="radio"/>	All school level staff are trained on the requirements of Title X, Homeless Education
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Homeless children receive Title I services regardless of their attendance in a Title I served building
<input checked="" type="radio"/>	<input checked="" type="radio"/>	The LEA has a homeless education dispute resolution process in place that complements the State Homeless Education dispute resolution process

Explain any strategies marked No



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Parent Involvement Activities

Yes	No	Strategy
<input checked="" type="radio"/>	<input type="radio"/>	The LEA has adopted a Parent Involvement Policy that includes all the required elements, and it is annually reviewed/revised with input from parents and distributed to parents
<input checked="" type="radio"/>	<input type="radio"/>	Each school has adopted a Parent Involvement Plan that includes all the required elements, and it is annually reviewed/revised with input from parents and distributed to parents
<input checked="" type="radio"/>	<input type="radio"/>	Schoolwide and Targeted Assistance Programs have a school-parent compact with the required elements
<input checked="" type="radio"/>	<input type="radio"/>	An annual meeting to explain Title I and the right of parents to be involved is conducted
<input checked="" type="radio"/>	<input type="radio"/>	If the LEA has set aside Parent Involvement funds, 95% of these funds are distributed to participating schools

Explain any strategies marked No

Parents Right-to-Know Requirements

Yes	No	Strategy
<input checked="" type="radio"/>	<input type="radio"/>	The LEA notifies parents in all participating schools that they may request information regarding the professional qualifications of students' classroom teachers and paraprofessionals
<input checked="" type="radio"/>	<input type="radio"/>	The LEA provides timely notice to parents of students taught for four or more weeks by a teacher who does not meet the definition of HQ as defined by NCLB

Explain any strategies marked No



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District Improvement Plan

Family and Student Support (Required if the LEA has a school identified as Rapid Improvement or Turnaround)

☐ mark NA if the LEA does not have any schools in Rapid Improvement or Turnaround

Yes	No	Strategy
<input checked="" type="radio"/>	<input type="radio"/>	There is a plan written in an approved SDE tool (i.e. WISE) that includes information on how the district or school will provide students with extended learning time and make students and parents aware of enrollment options.
<input checked="" type="radio"/>	<input type="radio"/>	The district will send/has sent notification to eligible students (students not proficient in Reading or Math AND who have not made adequate growth) at least 14 days prior to the beginning of the first day of school of their eligibility for extended learning time and to make parents and students aware of their enrollment options.
<input checked="" type="radio"/>	<input type="radio"/>	The district will offer/has offered eligible students extended learning time and enrollment options for any school identified to write a Rapid Improvement or Turnaround plan.
<input checked="" type="radio"/>	<input type="radio"/>	Enrollment options available to students and their parents include but are not limited to a district open enrollment policy (33-1402 Idaho Code), dual enrollments (33-203 Idaho Code), virtual education programs (33-1619 Idaho Code), online courses ((33-1627 Idaho Code) the Idaho Digital Learning Academy, the Idaho Education Network, and public charter schools including virtual public charter schools (that have met achievement accountability).
<input checked="" type="radio"/>	<input type="radio"/>	The school leadership will evaluate/has evaluated the school schedule and redesigned the schedule to include time for extended learning opportunities for eligible students.
<input checked="" type="radio"/>	<input type="radio"/>	Extended learning time will occur/occurs outside the time allotment that counts toward Average Daily Attendance (before/after school, summer, or within the school day if the program is designed to extend learning time beyond State requirements).
<input checked="" type="radio"/>	<input type="radio"/>	Extended learning time services are/will be provided by individuals who have a demonstrated track record of teaching students and ensuring significant academic growth (certified teachers, reading/math specialists, paraprofessionals who meet the Federal professional qualifications, or external providers that have met high standards of performance).
<input checked="" type="radio"/>	<input type="radio"/>	Extended learning time is/will be provided to participating eligible students for a minimum of two hours per week for at least 28 weeks (i.e. 56 hours of additional learning time) unless a student's family requests the services cease.
<input checked="" type="radio"/>	<input type="radio"/>	The school/district may present progress monitoring and/or benchmark data to recommend to a family that services are no longer needed; however, the school/district gives authority to the family in making the final determination regarding whether or not to continue the extended learning services for the entire length of time.

Explain any strategies marked No

Schools Identified for Continuous Improvement, Rapid Improvement, or Turnaround

☐ mark NA if the LEA does not have any schools identified for an AMO Continuous Improvement Plan, Continuous


This section is revised to include AMO Continuous Improvement.

Yes	No	Strategy
<input checked="" type="radio"/>	<input type="radio"/>	Each school identified to write an AMO Continuous Improvement Plan (SMART Goal), Continuous Improvement Plan, Rapid Improvement Plan, or Turnaround Plan has addressed its strategies for improvement in an approved SDE tool (i.e. WISE), and the LEA has documented that other requirement have been met (e.g. 10% professional development allocation for schools with a Rapid Improvement Plan or a Turnaround Plan) as appropriate.

Provide an explanation if strategy is marked No



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Other Set-Asides

☐ mark NA if the LEA does not have any Other Set-Asides identified in the Budget Page

Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	Summer School
<input type="radio"/>	<input checked="" type="radio"/>	Extended Day
<input type="radio"/>	<input checked="" type="radio"/>	Extended Year
<input type="radio"/>	<input checked="" type="radio"/>	Instructional Coach
<input type="radio"/>	<input checked="" type="radio"/>	Additional Professional Development or professional development for highly qualified teachers and paraprofessionals and/or private schools
<input type="radio"/>	<input checked="" type="radio"/>	Other

Briefly describe any Activity marked Yes above

Teacher Incentive Set-Asides (Optional)

☐ mark NA if the LEA has not set-aside any funds for Teacher Incentive on the Budget Page

Briefly describe how the teacher incentive set-aside funds are being used

Up to 5% is available for the teacher incentive option for schools in improvement only.



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Corrective Action Plan

Title VI-A 2 Funding
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Title VI-B Rural & Low-
Income Schools

Combined Budgets

District Contacts

Comments

Submit

Don't forget to complete the Assurance Page and then hit the "Submit" button! And SAVE along the way!

- Must submit only after all Federal programs are complete.
- Clicking "Submit" will notify the SDE – this is the only way we know the Plan is complete.
- Contact Elmira Feather at efeather@sde.idaho.gov or at 208.332.6900 to open the Plan for revisions.



CFSGA Webinar Schedule

April 22, 2014

- Title X-C Homeless Education
- Title VI-B Rural and Low Income Schools

All program webinars are archived.

Go to http://www.sde.idaho.gov/site/title_one/ for PowerPoints and the archived webinars. Register for the Workshops here, too!



Upcoming CFSGA Writing Workshop

Consolidated Federal and State Grant Application (CFSGA) Workshops 2014	Programs
<u>April 28th 1:00-5:00 pm</u>	PM-Title IA, Homeless ED
<u>April 29th 8:00 am-5:00 pm</u>	AM - Title II, ND,REAP PM- Title IC, and III
Idaho Falls- Hilton Garden Inn	
<u>April 30th 8:00 am-5:00 pm</u>	AM-Title IA, Homeless ED PM- Title II, ND,REAP
<u>May 1st 8:00 am-12:00 pm</u>	AM-Title IC, and III
Twin Falls- Herrett Center	
<u>May 7th 8:00 am-5:00 pm</u>	AM-Title IA, Homeless ED PM- Title II, ND,REAP
<u>May 8th 8:00 am-12:00 pm</u>	AM - Title IC, and III
Nampa-Nampa Civic Center	
<u>May 14th 8:00 am-5:00 pm</u>	AM-Title IA, Homeless ED, PM-Title II, ND, REAP
CDA-Coeur D'Alene Resort	



WHO Should Attend and WHAT to Bring to the CFSGA Workshops:

- Bring the Business Manager and Federal Programs Director. Bring other Staff who contribute to the CFSGA or be sure to connect with the other staff before coming to the workshop.
- Ensure that the CFSGA writer has access to the Plan.
- Bring the carry-over amount for each Federal program.
- For Title I-A, bring school attendance and low-income numbers.
- Bring a computer to access the LEA's CFSGA.
- Bring the LEA's plan for the 2014-2015 budget of activities. Bring details and be prepared to be specific!



Just a reminder...

- **The CFSGA begins as a p-l-a-n in the spring, but by the time the school year is over, it must reflect the actual activities conducted during the year for each program.**
- **Recommendation for all monitoring visits this year:**

The State strongly recommends the LEA ensure that the CFSGA is revised and updated during the school year to reflect actual district activities as demonstrated in the LEA's budget. At the end of the school year, the CFSGA and LEA budget must align. (Contact Elmira Feather at efeather@sde.idaho.gov to open the CFSGA. Plan revisions will be reviewed for approval.)



Title I-A Contact Information

Karen Seay
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208.332.6978

Lisa Paul
Administrative Assistance
lpaul@sde.idaho.gov
208.332.6942

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Contact Information

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Title I-A: College & Career Ready	Lisa Paul	lpaul@sde.idaho.gov	208.332.6942
Title I-C: Migrant Education	Mary Lou Wells	mlwells@sde.idaho.gov	208.332.6958
Title I-D: Neglected/Delinquent Education	Marcia Beckman	mmbeckman@sde.idaho.gov	208.332.6953
Title II-A: Teacher & Principal Quality	Teresa Burgess	tburgess@sde.idaho.gov	208.332.6891
State Limited English Proficient Program Title III: Language Instruction for Limited English Proficient & Immigrant Students	Dr. Christina Nava	cnava@sde.idaho.gov	208.332.6905
Title VI-B: Rural & Low-Income Schools Title X-C: McKinney-Vento	Tina Naillon	tmnaillon@sde.idaho.gov	208.332.6904
Grants Analyst	Elmira Feather	efeather@sde.idaho.gov	208.332.6900

